

Hillside Primary Academy

Brief description of the school

Hillside Primary Academy currently has 116 pupils on roll. There are four classes, catering for the age range 4 to 11. There is also a well-appointed Nursery, which has places for 26 children in any one session.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Class teachers, working with the Inclusion manager, carry out an initial analysis of pupils' needs. This analysis draws on the teachers' assessment and experience of pupils, as well as their previous progress, attainment and behaviour. It also draws on their development in comparison with their peers and national data, the views and experience of parents, the pupils' views and, if relevant, advice from external support services.

How we involve parents and carers in meeting the needs of their child and in whole school developments

The school recognises that parents hold important information and have knowledge and experience to contribute to the shared views of pupils' needs and the most effective methods of supporting them. Parents are invited into school as soon as a concern is raised and are involved in contributing to and reviewing Support Plans.

How we will involve your child in the planning and review of their support

Pupils with SEN work initially alongside an adult to complete a one page profile, outlining their strengths and areas of concern. Older pupils are involved in contributing to and reviewing their own Support Plans.

How we match the curriculum, teaching and learning approaches if your child has SEN

Pupils with SEN at our school have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school. Different teaching strategies are used, depending upon the nature of the pupils' needs. At Conisbrough Balby Street Primary School we strive to be inclusive, engendering a sense of community and belonging through our:

- Inclusive ethos.
- Broad and balanced curriculum for all pupils.
- Systems for early identification of barriers to learning and participation.
- Different teaching strategies, depending upon the nature of pupils' needs.
- High expectations and appropriate targets for all pupils.

How we provide additional support if your child has learning needs

The class teacher is responsible for working with pupils on a daily basis, even where interventions involve group or one-to-one teaching away from the main class. The class teacher works closely with Learning Support Assistants and specialist staff, if applicable, to plan and implement support and interventions and to link them to classroom teaching where possible. The Inclusion Manager supports the class teacher and Learning Support Assistant in advising on the effective implementation of support.

How we provide additional support if your child has social and communication needs

Pupils who have social and communication needs are supported by Learning Support Assistants and specialist staff, if applicable. They are supported through the use of visual timetables, cue cards, social games and social stories. They are introduced gradually to new and unfamiliar situations both at home and at school.

How we provide additional support if your child has physical, sensory and/or medical needs

All pupils with the above needs are on a Medical Register and every member of staff is aware of their needs. Most members of staff are First Aid trained. Conisbrough Balby Street Primary School is fully accessible for all pupils, being all on one level with ramps rather than steps and having disabled toilet facilities.

How we provide help to support your child's emotional health and well being

From September 2015 there will be a Parent Support Adviser/Learning Mentor available at all times. Pupils will have opportunities to share concerns and fears with this person in order to support their emotional well-being and remove barriers to learning.

How we promote developing independence

Independence is promoted at our school from an early age. Our youngest pupils are encouraged to plan and review their own learning and all pupils choose their own resources to support them. Older pupils carry out a range of jobs throughout school and act as mentors to the younger children.

How we measure and review your child's progress against their targets and longer term outcomes

The Support Plans of pupils with SEN are reviewed termly. They are then amended, involving parents and pupils (if appropriate), and new targets are set. This process then informs classroom assessments and further class target setting.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Our school is a very safe place which meets all health and safety requirements. Because it is a small school, it has a family feel and is a warm and welcoming environment. All members of staff are aware of pupils with SEN and of how to best meet their needs.

How we include children with SEND in the life of our school

Our school has a very inclusive ethos. All pupils have access to a broad and balanced curriculum and are given the opportunity to join in all the activities of the school, as well as extra-curricular activities.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Training undertaken by the school's Learning Support Assistants includes:

- Time to Talk (ASD Team)
- Cygnet Training (ASD Team)
- Using Social Stories (ASD Team)
- Precision Teaching (Educational Psychologist)
- Solihull Parenting
- Early/Additional/Further Literacy Support
- Springboard Maths

- Digismart
- Catch Up Reading
- EALIP (EMTAS)
- Talk for Writing
- Questioning Skills (Abraxus)

External support and expertise we can call upon to help us to meet children's needs

The SENCO liaises with a range of external agencies in order to support pupils with SEN, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- ASD Team
- Outreach Support from a local Special School

How we prepare children to join our school

Nursery staff carry out home visits initially in order to meet pupils and their parents. If a child has SEN, the health visitor or school nurse is contacted in order to seek further information and begin to prepare necessary resources. Pupils are invited to visit Nursery in order to meet staff and familiarise themselves with the environment, and parents are encouraged to take photographs. When pupils begin Nursery, they are able to attend initially with a parent and their entry into Nursery is staggered according to their needs.

How we prepare children to move on from our school

When a pupil with SEN nears the end of Year 5, the Inclusion Manager from their secondary school is invited to their review meeting in order to meet the pupil and their parents and to assess their needs. Towards the end of Year 6, the Inclusion Manager meets with the pupil again and he/she is invited to the secondary school to familiarise themselves with the routines and environment. All records are passed on to the secondary school at the earliest opportunity and individual pupils and their needs are discussed at length by the Inclusion Managers of both schools.

How we deploy our resources to meet the needs of children with SEND

At Conisbrough Balby Street Primary School we believe that the best resource to support pupils with SEN is teaching staff. Where possible, our classes are kept small in order that pupils access high quality first teaching. Learning Support Assistants are deployed to support pupils with group or 1:1 interventions, as well as to address misconceptions which arise during class lessons. From September 2015, a Parent Support Advisor/Learning Mentor will be deployed in order to meet the needs of pupils with emotional difficulties.

Contacts for more information

Head teacher/ Principal: Miss Michelle Walton

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SEND Policies and SEN Information Report link(s):

<http://www.balbystreetprimary.co.uk/policies.php>